Measuring Student Growth

Utah Public Charter Schools

May 23, 2008

Jeannie Rowland

Jeannie.Rowland@schools.utah.gov

Penny for Your Thoughts...

Paralysis of Analysis

- Got Data?
 - Assessment Scores
 - Work Samples
 - Portfolios
 - Assessment Scores
 - Teacher Observations
 - Attendance
 - Assessment Scores
 - Homework
 - Projects
 - Assessment Scores

CASL

Collaborative Analysis of Student Learning

- Focuses on <u>student work samples</u> relative to a <u>particular content standard</u>
- Engages teachers in the study of selected students' learning over time
- Occurs within a <u>collaborative culture</u> for <u>inquiry</u>
- Provides <u>written documentation</u> of teacher and student learning



CASL Boot Camp

- 1. Develop group norms
- 2. Define standards-based learning area
- 3. Select two students
- 4. Gather recent assessments
- 5. Analyze each student's work
- 6. Determine patterns of strengths and weaknesses
- 7. Meet in study groups
- 8. Share progress and problems
- 9. Seek information from colleagues

CASL Benefits

- Teachers:
 - Become reflective about their own practice
 - Develop analytical decision-making skills
 - Examine how students learn
 - Provide and receive respectful peer support
 - Purposefully select instructional approaches

Learning Task 1 – Study Guide

"Collaborative Analysis of Student Work"

In Groups:

- Preview questions for assigned chapter
- Read/Skim chapter for insights to specific questions or other discussion points
- Consider implementation outside CASL framework
- 2 Charts
 - Important points and ideas
 - Questions raised during reading
- Be ready to discuss your group's findings
- We'll take 45 minutes to 1 hour for this activity.

saire tine edictin, it's tine only plamet with chocolates

Group Findings

Important Points / Questions

- Chapter 3 Culture Building
- Chapter 5 Study Groups
- Chapter 6 Facilitating Groups
- Chapter 7 Support of Leadership

Just For Fun

 Some of the artists of the 60s are now revising their hits with new lyrics to accommodate aging baby boomers:

1. Bee Gees:

2. Marvin Gaye:

3. Abba:

4. Roberta Flack:

5. Ringo Star:

6. Bobby Darin:

7. Paul Simon:

8. Willey Nielson:

PARALYSIS OF ANALYSIS!

 ...not because teachers don't know WHAT to do, it's because they don't know HOW to do it

 "I've taken my data out of the binder, now what?"



Before jumping in...

We've looked at the BIG picture

- There are so many more facets:
 - 4 types of assessment
 - Screening
 - Diagnostic
 - Progress Monitoring
 - Outcome based



Gotta' Start Somewhere

Let's look at common state measurements

- IOWA (Autumn)

– CRT (Spring)

– AYP (Spring)

Learning Task 2 – Sample School Data

"It's All In The Numbers"

In Groups:

- Analyze your group's assigned school
 - What trends do you see for each assessment?
 - What correlations can be found between assessments?
 - What data does your group feel is important/non-essential?
 - What if this was your school's data? How would you look at it differently?
 - What other data can your school use with these big-picture numbers?
 - What else???
- Be ready to discuss your group's findings
- We'll take 30 minutes for this activity.

Group Findings

- Students R Us Charter School
- Jr. High, Sr. High, & College Prep
- Utah CS for the Performing Mathematicians and Engineers

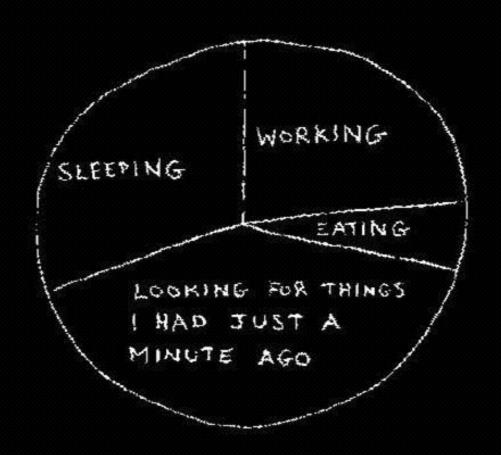
Wrapping it up

Did you know that if you are first F.A.T.
 you can then be F.I.T.?

If teachers are:
 Faithful. Attentive. Teachable.

 Then teachers can: Focus. Implement. Track.

MY LIFE BROKEN DOWN INTO SEGMENTS



On a colored sheet of paper:

- •3 concepts/ideas you learned
- 2 people you'll work with
- 1 thing you'll implement immediately